COURSE DATES, MODALITY, AND LOCATION

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].

INSTRUCTOR AND CONTACT INFORMATION

Instructor:  Dr. David Ritter, DBA, JD, MBA, Attorney, CPA
Office: 323 C
Email: ritterd@tamuct.edu
(_Utilize Canvas Messages for course communications)
Office Hours:  Online, I will check email and messages several times a day.

I will be checking Canvas and email several times a day, between 8:00 and 5:00, except Saturday and Sunday. I will attempt to respond to your emails in less than 24 hours. Email or Canvas messages sent Saturday or Sunday will receive a response no later than the following Monday.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize
virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

- **Face Coverings**—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
  
  o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.

- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

**COURSE INFORMATION**

**Course Overview and description:**

**ACCT 4306. Federal Tax Accounting II. 3 Credit Hours.** Continue the study of current income tax law and tax accounting procedures. Learn about preparation of income tax returns for partnerships and corporations. Prerequisite(s): **ACCT 4305** or permission of department chair. Credit for both **ACCT 4306** and **FIN 4306** will not be awarded.

**2.1 Student Learning Outcomes (SLOs)**

A student successfully completing this course will be able to identify, analyze, and solve tax related problems for:
Corporations and operating rules  
Corporation’s organization and capital structure  
Partnerships  
Sub S Corporations  
Exempt Entities  
Taxation of International transactions  
Tax practice and ethics  
Family Tax Planning and  
Income taxation of trusts and estates,

2.2 Student Learning Objectives by Chapter

CHAPTER 2
Learning Objectives: After completing Chapter 2, you should be able to:
LO.1 Distinguish between the statutory, administrative, and judicial sources of the tax law and understand the purpose of each source.
LO.2 Locate and work with the appropriate tax law sources.
LO.3 Develop an awareness of tax research tools.
LO.4 Describe the tax research process.
LO.5 Communicate the results of the tax research process in a client letter and a tax file memorandum.
LO.6 Apply tax research techniques and planning procedures.
LO.7 Be aware of taxation on the CPA examination.

CHAPTER 17
Learning Objectives: After completing Chapter 17, you should be able to:
LO.1 Summarize the tax treatment of various forms of conducting a business.
LO.2 Compare the taxation of individuals and corporations.
LO.3 List and apply the tax rules unique to corporations.
LO.4 Compute the corporate income tax.
LO.5 Explain the rules unique to computing the tax of related corporations.
LO.6 Describe the reporting process for corporations.
LO.7 Determine the impact of tax return positions on corporate financial statements.
LO.8 Evaluate corporations as an entity form for conducting a business.

CHAPTER 18
Learning Objectives: After completing Chapter 18, you should be able to:
LO.1 Identify the tax consequences of incorporating a business.
LO.2 Describe the special rules that apply when liabilities are assumed by a corporation.
LO.3 Recognize the basis issues relevant to the shareholder and the corporation.
LO.4 Explain the tax aspects of the capital structure of a corporation.
LO.5 Recognize the tax differences between debt and equity investments.
LO.6 Handle the tax treatment of shareholder debt and stock losses.
LO.7 Identify tax planning opportunities associated with organizing and financing a corporation.

CHAPTER 19
Learning Objectives: After completing Chapter 19, you should be able to:

LO.1 Explain the role that earnings and profits play in determining the tax treatment of distributions.
LO.2 Compute a corporation's earnings and profits (E & P).
LO.3 Determine taxable dividends paid during the year by correctly allocating current and accumulated E & P to corporate distributions.
LO.4 Describe the tax treatment of dividends for individual shareholders.
LO.5 Evaluate the tax impact of property dividends by computing the shareholder's dividend income, basis in the property received, and the effect on the distributing corporation's E & P and taxable income.
LO.6 Recognize situations when constructive dividends exist and compute the tax resulting from such dividends.
LO.7 Compute the tax arising from receipt of stock dividends and stock rights and the shareholder's basis in the stock and stock rights received.
LO.8 Identify various stock redemptions that qualify for sale or exchange treatment.
LO.9 Determine the tax impact of stock redemptions on the distributing corporation.
LO.10 Identify planning opportunities available to minimize the tax impacts of corporate distributions, constructive dividends, and stock redemptions.

CHAPTER 20
Learning Objectives: After completing Chapter 20, you should be able to:

LO.1 Determine the tax consequences of complete liquidations for both the corporation and its shareholders.
LO.2 Determine the tax consequences of subsidiary liquidations for both the parent and the subsidiary corporations.
LO.3 Explain the general requirements and tax consequences of corporate reorganizations.
LO.4 Identify tax planning opportunities available to minimize the tax impact in complete liquidations and corporate reorganizations.

CHAPTER 21
Learning Objectives: After completing Chapter 21, you should be able to:

LO.1 Distinguish among the various types of entities treated as partnerships for tax purposes.
LO.2 Describe the conceptual basis for partnership taxation and how partnership income is reported and taxed.
LO.3 Determine the tax effects of forming a partnership with cash and property contributions.
LO.4 Identify elections available to a partnership and specify the tax treatment of expenditures of a newly formed partnership.
LO.5 Specify the accounting methods available to a partnership.
LO.6 List and explain the methods of determining a partnership's tax year.
CHAPTER 22
Learning Objectives: After completing Chapter 22, you should be able to:

LO.1 Explain the tax effects that S corporation status has on shareholders.
LO.2 Identify corporations that qualify for the S election.
LO.3 Explain how to make an S election.
LO.4 Explain how an S election can be terminated.
LO.5 Compute non-separately stated income and identify separately stated items.
LO.6 Allocate income, deductions, and credits to shareholders.
LO.7 Determine how distributions to S corporation shareholders are taxed.
LO.8 Calculate a shareholder's basis in S corporation stock.
LO.9 Explain the tax effects that losses have on shareholders.
LO.10 Compute the built-in gains and passive investment income penalty taxes.
LO.11 Engage in tax planning for S corporations.

CHAPTER 23
Learning Objectives: After completing Chapter 23, you should be able to:

LO.1 Identify the different types of exempt organizations.
LO.2 Enumerate the requirements for exempt status.
LO.3 Apply the tax consequences of exempt status, including the different consequences for public charities and private foundations.
LO.4 Determine which exempt organizations are classified as private foundations.

LO.5 Recognize the taxes imposed on private foundations and calculate the related initial tax and additional tax amounts.

LO.6 Determine when an exempt organization is subject to the unrelated business income tax and calculate the amount of the tax.

LO.7 List the reports that exempt organizations must file with the IRS and the related due dates.

LO.8 Identify tax planning opportunities for exempt organizations.

CHAPTER 24
Learning Objectives: After completing Chapter 24, you should be able to:

LO.1 Illustrate the computation of a multistate corporation's state tax liability.

LO.2 Define nexus and explain its role in state income taxation.

LO.3 Distinguish between allocation and apportionment of a multistate corporation's taxable income.

LO.4 Describe the nature and treatment of business and nonbusiness income.

LO.5 Discuss the sales, payroll, and property apportionment factors.

LO.6 Apply the unitary method of state income taxation.

LO.7 Discuss the states' income tax treatment of S corporations, partnerships, and LLCs.

LO.8 Describe other commonly encountered state and local taxes on businesses.

LO.9 Recognize tax planning opportunities available to minimize a corporation's state and local tax liability.

CHAPTER 25
Learning Objectives: After completing Chapter 25, you should be able to:

LO.1 Explain the framework underlying the U.S. taxation of cross-border transactions.

LO.2 Describe the interaction between Internal Revenue Code provisions and tax treaties.

LO.3 Apply the rules for sourcing income and deductions into U.S. and foreign categories.

LO.4 Apply foreign currency exchange rules as they affect the tax consequences of international transactions.

LO.5 Work with the U.S. tax provisions affecting U.S. persons earning foreign-source income, including the rules relating to cross-border asset transfers, antideferral provisions, and the foreign tax credit.

LO.6 Apply the U.S. tax provisions concerning nonresident alien individuals and foreign corporations.

CHAPTER 26
Learning Objectives: After completing Chapter 26 you should be able to:

LO.1 Illustrate the organization and structure of the IRS.

LO.2 Identify the various administrative pronouncements issued by the IRS and explain how they can be used in tax practice.

LO.3 Describe the audit process, including how tax returns are selected for audit and the various types of audits.

LO.4 Explain the taxpayer appeal process, including various settlement options available.

LO.5 Determine the amount of interest on a deficiency or a refund and when it is due.

LO.6 List and explain the various penalties that can be imposed on acts of noncompliance by taxpayers and return
LO.7 Recognize and apply the rules governing the statute of limitations on assessments and on refunds.

LO.8 Summarize the legal and ethical guidelines that apply to those engaged in tax practice.

CHAPTER 27
Learning Objectives: After completing Chapter 27, you should be able to:

LO.1 Explain the nature of the Federal gift and estate taxes.
LO.2 List and analyze the Federal gift tax formula.
LO.3 List and analyze the Federal estate tax formula.
LO.4 Illustrate the operation of the Federal gift tax.
LO.5 Calculate the Federal gift tax.
LO.6 Identify the components of the gross estate.
LO.7 Describe the components of the taxable estate.
LO.8 Calculate the Federal estate tax liability.
LO.9 Review and demonstrate the role of the generation-skipping transfer tax.
LO.10 Recognize strategies to minimize Federal gift and estate taxes.

CHAPTER 28
Learning Objectives: After completing Chapter 28, you should be able to:

LO.1 Use working definitions with respect to trusts, estates, beneficiaries, and other parties.
LO.2 Identify the steps in determining the accounting and taxable income of a trust or an estate and the related taxable income of the beneficiaries.
LO.3 Illustrate the uses and implications of distributable net income.
LO.4 Apply the Subchapter J rules in a manner that minimizes the income taxation of trusts and estates and still accomplishes the intended objectives of the grantor or decedent.

2.0 Required Reading and Textbook(s):

South-Western Federal Taxation 2020: Comprehensive (with Intuit ProConnect Tax Online & RIA Checkpoint®, 1 term (6 months) Printed Access Card) , 42nd Edition

David M. Maloney; William A. Raabe; William H. Hoffman, Jr.; James C. Young

COURSE REQUIREMENTS

4.0 Course Requirements:

Participation is essential to enhancing each student’s awareness about the subject area and developing their knowledge base. You must participate in each
discussion, turn in all assignments on time and complete all quizzes and exams on time.

4.2

4.21. **Homework, Quizzes and Exams** will cover each chapter starting with Chapter 2 in WEEK 1.

All Homework, and Quizzes, except the final week, which is due on Thursday, are due on Sunday by 11:59 PM. The Quizzes and Exams will be open until Sunday. If you wait until the weekend the exam is due and encounter a problem there will be no resets until MONDAY and a late penalty of 50% per day will apply.

Exams will be deployed on Thursday at 7:00 PM and are due by 10.00 PM.

**You are on your honor to not receive help from or assist others during the exam period. Do not discuss the exam questions or answers and do not attempt to clarify the exam for others as this is also cheating**

You have unlimited time and takes for Homework.

You may attempt each quiz unlimited times with the highest grade being your recorded grade for that quiz. You are encouraged to take several quizzes to improve your mastery of the chapter material. Each quiz is different.

All Quizzes, except Quiz 12, which is due on Wednesday, are due on Sunday by 11:59 PM. The Quizzes will be open until Sunday. If you wait until the weekend the quiz is due and encounter a problem there will be no resets until MONDAY and a late penalty will apply.

The exams will be timed and will consist of multiple choice, short answer, and fill in the blanks questions. Once the exam is started it must be completed in the same setting. **Exiting the exam for any reason will cause the exam to no longer be available.** The exams are open book but will require you to understand the information in the chapters before attempting the exam if you are going to have time to consult your text book during the allotted time. The time allowed assumes that you have read the chapters, accomplished all of the quiz attempts and have studied for the exam sufficiently to be well prepared.

**If you do not understand why your answer to a quiz or exam question is marked wrong:**

**You have 5 days to challenge questions on the exam.**

Please send me your answer and the reason you chose the answer that you chose. Provide the exam number and the question number.

Cite the example or page number that you used in the book to support you answer.
This will allow me to evaluate your answer and your reasoning and either count your answer as correct or help you in your understanding of the chapter to assist you in finding the correct answer.

**CHEATING**

You are on your honor to not receive help from or assist others with any exam or quiz. Do not discuss the exam questions or answers and do not attempt to clarify the exam for others as this is also cheating.

If you become aware of cheating it is your duty to report the cheating. The individuals should not be allowed to continue in the university.

Tax Research Assignments (Deliverables)–

*All Tax Research Assignments require both a Tax File Memorandum and a Client Letter, illustrated in chapter 2. Both documents are to be included in 1 WORD Document on separate pages.*

The Tax Research process starts on page 2-20 at 2.3. Exhibit 2.9 and 2.10 show the Tax File Memorandum, and Exhibit 2.10 is a sample Client Letter.

Multiple authorities found in tax research data bases should be cited in each detailed Tax File Memorandum. Ensure you cover the research and provide an authoritative basis for an opinion.

The submissions will be graded for content and the proper use of the English language to include spelling. It is anticipated that the student will use Grammar and Spell Check on their submissions.

**Research Evaluation Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
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<tbody>
<tr>
<td><strong>Format, Organization &amp; Writing Standards</strong></td>
</tr>
<tr>
<td>Student produces logical, coherent, and well-structured writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“A” paper(90 – 100%)</th>
<th>“B” paper(80 – 89%)</th>
<th>“C” paper(70 – 79%)</th>
<th>“D” or lower paper (below 70%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All issues are identified and presented in a logical order. Ideas are clearly introduced and connected. Body includes sufficient level of detail, and conclusion summarizes main idea or effectively closes the presentation. Impeccable spelling, grammar,</td>
<td>Issues are presented in an overall logical order. The writing includes introduction to, development of, and conclusion for the topic. There are no distracting shifts in presentation of ideas throughout the writing. 3-4 errors in spelling, grammar, word usage, and punctuation.</td>
<td>Most issues are presented in a logical order. There is an indication of an organizational pattern—introduction, body and conclusion—although they may not be equally effective. Level and organization of details may be weak with occasional</td>
<td>Limited issue identification and presentation in logical order. Writing occasionally fragmented with very weak considerations for presentation. Details may be missing, disjointed, or inapplicable. 7 or more errors in grammar, spelling,</td>
</tr>
</tbody>
</table>
The Tax Research process at 2.3. Exhibit 2.9 and 2.10 show the Tax File Memorandum, and a sample Client Letter.

4.4 Discussion Topics – 10% Discussion topics are intended to help your communication and writing skills which will be an integral part of your professional career. Well prepared posts will also help you and your classmates in the understanding of the course material.

Your first post is due by Tuesday each week. Waiting until the Friday deadline to finish your responses to your classmate’s posts DOES NOT ALLOW THEM TO BENEFIT FROM YOUR POSTS. Ensure that you post your initial response by Tuesday to allow others to review your posting and comment. Posting your initial discussion topic post after Tuesday will result in a 25% penalty and will not allow you to earn extra points. Posting all responses in one brief visit to the discussion board will result in a 50% penalty. Remember that Discussions are an ongoing process and if you do not hold up your side of the Discussion you are harming your Classmate’s ability to participate.

Discussion topics will be posted several times during the term. You must participate in each discussion. Minimum participation, for a 70% credit, requires posting 1 original response, reading all posts by other class members, and responding to 4 class member’s responses with a comment or question. At least 5 quality responses are necessary for 100 %. (Refer to response criteria below) Additional quality responses will be rewarded with additional credit (A maximum of 5 points). Well researched, thoughtful, discussion original responses and responses to other class member posts will receive positive credit. Random, not on topic responses will receive negative marks. To get the most learning from this course, you must actively participate in the online class experience. Participation means actively participating in the course discussions. Each discussion question will have its own threaded discussion space. You are expected to offer responses to these questions and/or comments on your classmates’ responses. I will monitor the quantity and quality of your responses. Participation accounts for 10% of your grade. If the quality of your postings is not sufficient, the points will not be earned. You are expected to contribute to the class discussions in meaningful ways. That means:
Contributing new and relevant information to the course discussion and online sources;
Commenting in a positive manner;
Building on the remarks of your fellow students;
Posing questions of your fellow students; and sharing quotes, websites, and other supplementary information.
Demonstrating practical application of the week's key concepts from your professional/personal experience.
“Substantive” does not include “I agree,” “Great point” or “You’re wonderful” type postings. These types of postings are examples of positive “teaming” and are fine but not by themselves. They do not add depth or breadth to the discussion.

A “substantive” posting should include:
Your thesis (main point)
Your supporting arguments
A reference to class or outside material to support your thesis
Provide an example or reference to support your thesis.

Weak Responses (No Credit):

Credit for more than 5 quality responses.

Additional quality responses will earn 1 point per response. It is possible to earn 3 bonus points by posting extra, meaningful and well researched postings.

4.4 Quizzes and Exams. Students will be evaluated by means of multiple choice examinations quizzes and exams. There will be a quiz and an exam for each chapter. The quiz may be attempted 3 times with the highest grade being the grade recorded.
Remember that the knowledge of taxation relies on all information covered and therefore each quiz and exam is somewhat comprehensive.

Grading Criteria

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework (10 points each)</td>
<td>120 (12%)</td>
</tr>
<tr>
<td>Quizzes (10 points each)</td>
<td>120 (12%)</td>
</tr>
<tr>
<td>Exams (150 points each)</td>
<td>600 (60%)</td>
</tr>
<tr>
<td>Discussion Topics (10 points each)</td>
<td>80 (08%)</td>
</tr>
<tr>
<td>Research Problems (40 each)</td>
<td>80 (08%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,000 (100%)</td>
</tr>
</tbody>
</table>

5.0 Posting of Grades:
Grades for quizzes will be posted within 1 week.
# COURSE OUTLINE AND CALENDAR

## 8.0. Complete Course Outline

### Course Calendar

* SCHEDULE IS SUBJECT TO CHANGE AT THE DISCRETION OF INSTRUCTOR

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 1    | 08/24 | Course Welcome, Introduction, and Expectations  
Read and Understand the Entire Syllabus  
Chapter 2 Quiz (Q1CH 2)  
Homework CH 2 | You should purchase your text before the end of the first day.  
Review research process and problem answer format in chapter 2.  
Read Syllabus in-depth  
Review the CHECKPOINT – TAX AND ACCOUNTING Database and the other tax resource data bases, including the LexusNexis Academic, Legal Collection and other databases you find. Complete all necessary tutorials to enable you to accomplish tax research. |
| 2    | 08/31 | CH 17  
Q2ch17  
Homework CH 17 | Discussion Topic 1 Closes Friday |
| 3    | 09/07 | CH 18  
Q3ch18  
Homework CH 18 | Discussion Topic 2 Closes Friday |
| 4    | 09/14 | Research Problem 1 | |
| 5    | 09/21 | CH 19  
Homework CH 19  
Q4ch19 | Discussion Topic 3 Closes Friday |
| 6    | 09/28 | CH 21  
Homework CH 21 | Discussion Topic 4 Closes Friday |
Important University Dates

https://www.tamuct.edu/registrar/academic-calendar.html

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password
Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu
Phone: (254) 519-5466
Web Chat: [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, working with others in an unauthorized
manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

**Academic Accommodations**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

**Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender— including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

**Tutoring**

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.
Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

**University Writing Center**

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCONline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

**University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and
A Note about Sexual Violence at A&M-Central Texas
Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

INSTRUCTOR POLICIES.
The skills that you acquire in this course will benefit you your entire career. Tax skills are utilized every day by most individuals and business.

My grading is strict and fair. You should complete all quiz attempts. The highest grade is recorded.

Pay strict attention to the guidelines for tax research. Remember that you are responsible to yourself, your client, and to the IRS for your results.

If you have any questions please communicate with me. You may send an email. If an office visit is necessary you can make an appointment.

This is a rewarding course. If you keep up with the assignments you will enjoy the learning environment and the material covered.

I have practiced as a CPA for over 40 years and have used, and continue to use, tax planning and compliance on a regular basis to help my clients understand their individual and business tax responsibilities, and planning for tax contingencies. As an attorney I advised clients and worked with them on wealth preservation plans.

Let us all have a great semester.

Remember:

Studying ENOUGH earns you the grade you set as your goal.
Studying A LOT, is everything short of studying ENOUGH.

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